

## Report to Faculty Senate

### Liberal Learning Core Curriculum Implementation

19 January 2007

#### Notes:

- **There may be overlap between items in sections**
- **Successes may be due to more than the implementation of the Liberal Learning Core**
- **Do not interpret any item as a complaint**

#### Successes

- Departments and faculty came through with course proposals
  - Innovative second language literacy offerings - XXXX 200
  - Creative science courses
- Setting Sail and Welcome Week now have academic emphasis
- Setting Sail 2006 had the smoothest registration ever
- Faculty teaching first year seminars had successful training in May and debriefing in December
- Freshmen enrolled at CNU, even though they have to take two semesters of mathematics and a foreign language
- Decrease in number of freshmen on probation at the end of their first semester this fall (208 in fall 2006, 267 in fall 2005)
- Departments reexamined their major curriculum in relation the Core
- The Core unified the faculty
  - Liberal Learning Council represents the entire university
  - “Liberal Learning” has become the core of the academics at CNU
  - More departments are offering ULLC 223
  - Liberal learning language is used by faculty and departments
- Insert “Liberal Learning” in Google and CNU’s Liberal Learning web page is ninth listing on the first search page

#### Lessons Learned

- Offices other than academic offices needed to update their information about the Core: e.g., Registrar, Admissions, Advising
- Transfer student information needed to be available on CNU Registrar’s web page and given to community colleges
- Wording in policies, prerequisites, can have profound effect on the implementation of the wording
- Advisors need in depth training on the Core before advising freshmen
- Scheduling classes is “rocket science”!

#### Challenges

- AI course approval process is cumbersome and can take 9 months or more
  - Faculty too often do not complete the proposal accurately

- When scheduling, balancing the number of AI sections needed for AI with department wants and what students want
- Common Reading
  - Finding funding for the book – or how to charge students for it
  - Getting volunteers to lead discussions (45 faculty needed)
- First Year Seminars –
  - Getting enough sections every fall
  - Not all faculty who have approved first year seminars are teaching them
- Increase in classes of size 19: ULLC 100, ENGL 123, ULLC 223, foreign language
  - Impacts number of rooms and faculty needed for classes
- Decreased teaching loads
  - How will this impact department commitment to ULLC 100 and 100- and 200-level classes
- Getting additional buy-in from faculty in LSoB and some departments in CLAS
- Assessment of Liberal Learning Core Curriculum
  - First Year Seminar - QEP
  - SCHEV
  - SACS
  - Getting faculty to do their part
  - Having a thorough examination of the Core at some point
  - Resources are needed
    - Funding for tests and proctors
    - Time for administering assessments
- Impact of the Liberal Learning Emphasis – too early to tell
- More interdisciplinary course offerings and team-teaching

#### Enrollments in Liberal Learning Foundations and Area of Inquiry Courses

- Still have overlap with “old” general education curriculum
- In fall 2007, mathematics should start seeing impact of two course requirement
- Second Language Literacy
  - Getting students to take it during Freshman Year
  - Getting students to take the correct level: not too high or too low